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ABSTRACT

This paper provides a copy of the non-academic employees job evaluation and rating manual and a brief discussion of the process used to develop this manual at Atlantic Baptist College (New Brunswick). Atlantic Baptist is a small, private, Christian, liberal arts university founded in 1949. Over 7 months a four-member ad hoc Staff Compensation Committee ascertained staff salary scales, coordinated the writing of uniform job descriptions, and analyzed job descriptions in order to make salary placement recommendations. The Committee did research at local libraries, reviewed manuals from similar universities, and worked with a consultant. Every part of the process was evaluated by the staff and the Administrative Committee for feedback and approval. The manual was ultimately approved by the Board of Governors and is being implemented and evaluated. The appended manual is in three sections: Section A describes the content and structure of a job description. Section B discusses the evaluation of a job description, job evaluation categories, and value charts. Section C contains salary/wage and raise guidelines, salary scale for support staff, salary scale for middle management, and salary scale for senior administration. (JB)

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ED 370 523

DEVELOPMENT OF A JOB EVALUATION AND RATING MANUAL FOR NON-ACADEMIC EMPLOYEES AT ATLANTIC BAPTIST COLLEGE

by

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Spring, 1994

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ABSTRACT

Includes a brief discussion about the process used to develop a Non-Academic Employees Job Evaluation and Rating Manual at a small, liberal arts university. The complete compensation manual is included.

Introduction

Atlantic Baptist College is a small, private, Christian liberal arts university located in eastern Canada. The college administration had never adopted or developed a formalized staff compensation program since the inception of the college in 1949. Needless to say, staff were clamoring for consistency and equity in personnel decisions and the administration was anxious to provide staff with a well-though-out program that was flexible enough to meet staff's individualized situations, yet standardized to the extent that equity among staff would be safeguarded.

A four member ad hoc Staff Compensation Committee was established for the intention of producing a compensation handbook or manual, ascertaining staff salary scales, coordinating the writing of uniform job descriptions, and analyzing the job descriptions so that recommendations for salary placement could be made to the Administrative Committee. The work of the Committee took roughly seven months. Weekly meetings, lasting two to three hours, were the norm. Much work was managed external to the Committee, and periodic meetings of the entire staff were held for the purposes of soliciting input and allowing for feedback.

The procedures used for developing the job evaluation and rating manual for non-academic employees follow: The Committee conducted research at local libraries and reviewed manuals from like universities, especially from Redeemer College and Trinity

Western University. A consultant from Trinity Western University volunteered his time to assist the Committee with their work. He faxed, telephoned, and wrote numerous times, making recommendations for improvement, providing documents that became the substance of the manual, and analyzing job descriptions for the Committee as a pilot-testing approach. The Committee could then compare their ratings of job descriptions with those generated by the consultant to see how the two correlated.

Every vital piece of work drafted by the Committee went to the staff and to the Administrative Committee for feedback and approval. Ultimately, the manual was approved by the Board of Governors at their winter meeting, and the program is now under implementation and evaluation.

The Non-Academic Employees Job Evaluation and Rating Manual is self-explanatory and is attached to this paper in its entirety. The administration's evaluation of the program to date is promising. Staff have verbalized gratitude for the Committee's work and have been supportive of the process. All staff now have job descriptions which have been analyzed by the Committee and salary placements have been agreed upon to everyone's satisfaction. It is anticipated that the reader will find the information provided in the manual to be valuable. Questions relative to the manual can be directed to the author.

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Non-Academic Employees
Job Evaluation and Rating Manual

February, 1994

FORWARD

This manual is the partial outcome of the work completed by the Staff Compensation and Evaluation Committee at Atlantic Baptist College. This ad hoc committee was established for the purpose of producing a compensation and evaluation program for non-academic staff. A secret ballot was used to ascertain committee membership. The membership consisted of Dr. Norma McKinnon, Mr. Craig Prosser, Mrs. Gilda Ryder, and Ms. Dawn Ramey-Crowell.

In order to determine the correct salary classification, an up-to-date position description was first developed by the employee and the senior administrator. Once an accurate description was approved, the position was then evaluated by the Committee and points were allotted for various aspects of the position's responsibilities. These points were then calculated and a corresponding level and salary classification was determined.

The salary classifications cover all non-academic staff, including the executive level. Adjustments to the various classifications will be made annually by the Administrative Committee on the basis of current market reviews.

In assembling this manual, program materials and expert advice from Trinity Western University and Redeemer College must be acknowledged. The workload of the Committee was reduced notably as a result. Express thanks go to Bill Norris, Personnel Director at Trinity Western University, for serving as a consultant to the Committee.

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JOB EVALUATION AND RATING MANUAL

GENERAL INFORMATION

Job evaluation is an objective procedure designed to classify a particular position and to ensure that the salary scale accurately reflects the nature and demands of the position. Each job description is evaluated on a number of different categories by assigning a numerical value to each category. These values are then totalled to produce a single numerical value for the position. Though these values establish a relative classification of all positions, they are not absolute.

Throughout the evaluation process, only the position itself is to be considered. No consideration is to be given to the performance of the incumbent. Should it be necessary to accept employees with qualifications that are less than what is expected for a particular position, then administration of the salary is adjusted accordingly.

Position classification is accomplished in two steps:

1. *An accurate description of the job is prepared.*

2. *The description is analyzed and evaluated preferably by the Administrative Committee..*

These steps are outlined in greater detail in the following sections.

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THE JOB DESCRIPTION

A. GENERAL INFORMATION:

The evaluation process begins with the preparation of an accurate description of the duties and responsibilities required by a particular position. Every aspect of the position such as education, experience, supervisory requirements, working conditions, risk, etc., should be considered in the preparation of the description. For new positions, the description should be prepared by the supervisor. For existing positions which have been restructured, a suitable description should be prepared by the incumbent.

When completed, descriptions for new positions are to be submitted to the Senior Administrator for evaluation. Descriptions for restructured positions are to be reviewed by the employee's immediate supervisor who may suggest changes or additions as s/he considers appropriate. When both the employee and the supervisor have agreed that the description completely and accurately defines the position, the description must be submitted to the Senior Administrator responsible for the department.

B. INTRODUCTION:

The job or position description is a *factual* account of the duties and responsibilities required by a particular position. In order to provide consistency and uniformity in preparing position descriptions, certain guidelines as to content and style have been established at Atlantic Baptist College.

Because of the magnitude of detail associated with a position, pertinent information must be selected and organized into a coherent style and put into concise terminology that clearly defines the duties and responsibilities of the position.

The following are characteristics of a proper position description that should be kept in mind throughout the evaluation process:

1. *The job description is meant to describe a position, NOT the person who currently fills the position.*

2. *The job description is a factual account; value judgements are out of place.*

3. *The job description describes the position as it currently exists; future responsibilities should not be included.*

The Job Description (continued)

The Job description consists of four main sections:

1. ***JOB SUMMARY*** *- this section summarizes the content of the position description.*

2. ***AUTHORITY DIMENSION*** *- this section clearly states to whom the individual reports.*

3. ***JOB DIMENSIONS*** *- this section outlines the duties and responsibilities that are involved in the position.*

4. ***JOB SPECIFICATIONS*** *- this section outlines the required levels of Education, Experience, Knowledge/Job Skills, and Personal qualifications necessary for the position.*

These four categories are outlined in detail in the next section, **WRITING A JOB DESCRIPTION**. The job description should provide a complete, yet brief outline for all aspects of the position.

WRITING A JOB DESCRIPTION

A. JOB SUMMARY

1. The Job Summary is an overall statement that outlines the main duties and responsibilities of a particular position.

2. The Job Summary should consist of one or two short paragraphs. Each item listed should subsequently head a section under the Job Dimensions section.

3. The areas of responsibility should be listed in order of importance, (ie. areas where the majority of time would be spent), with the most important being listed first.

4. The last item of the Job Summary can be a miscellaneous section. This should include incidental duties that either do not directly apply to the main areas of responsibility or may apply to each item.

5. The Job Summary should be reviewed after a detailed description has been completed to ensure that it adequately summarizes the job dimensions involved with the position.

B. AUTHORITY DIMENSION:

This dimension includes a clear statement relative to lines of authority. To whom does the individual holding the position report. The organizational chart should be consistent with the job description.

C. JOB DIMENSIONS:

1. The outline of the Job Dimensions elaborates on the items listed in the Job Summary.

2. Major areas of responsibility should be listed and duties performed in carrying out these responsibilities should be outlined briefly.

3. The description of duties should be specific with special emphasis on the skills and responsibilities involved. This should not evolve into a detailed "time-motion study".

4. Each statement should begin with a present tense action verb such as those defined in the **Glossary of Terms** (see pages 6 -9).

5. Sentences should be short, simple and to the point.

6. Remember that not everyone who may use this description will have the same knowledge of the technical details involved in the position. Be sure to use "non-technical" language wherever possible or, if you must, include an explanatory statement in parenthesis.

7. Indicate those portions of the job for which the supervisor is responsible. It is important to remember that the terms "*approves*" and "*decides*" imply final responsibility.

D. JOB DIMENSIONS:

1. There are five main categories included in this section. They are: i) EDUCATION, ii) EXPERIENCE, iii) KNOWLEDGE/JOB SKILLS, and iv) PERSONAL (Judgement and Initiative).

   a) Under the EDUCATION category, the minimum level of education necessary to effectively perform the functions of the position is listed (i.e. High School graduation, Bachelor's Degree, etc.).

   b) Under the EXPERIENCE category, the minimum level of experience required for the position is listed (i.e. 2 years secretarial experience, etc.).

   c) Under the SKILLS category, the main skills necessary to effectively perform the functions of the position are listed (i.e. 60 wpm typing skills, word processing, public speaking, etc.).

d) Under the PERSONAL category, the character and personality traits, preferred religious affiliation, and desired attitudes of the incumbent are listed (i.e. evangelical Christian, positive outlook, warm-hearted, etc.). The level of personal initiative and judgement should be clearly outlined in this section.

The qualifications listed under these categories should be brief yet provide a clear, concise outline of what is required of the incumbent. Should an employee's responsibilities need to be reevaluated and changed during the course of their employment, the following clause should be added to the position description to help avoid any misunderstandings by the employee:

"Duties and responsibilities may be added, deleted or changed at any time at the discretion of administration, either orally or in writing."

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GLOSSARY OF TERMS*

The following is a list of terms which will be useful in describing the functions of a position in a clear, concise manner. The purpose of this list is to provide accurate explanations so that the use of terms and expressions which are too general, indefinite or ambiguous, is avoided.

ADMINISTER - to manage or direct. Generally requires some additional explanation to describe specific details.

ADVISE - to offer an informed opinion or give specialized information to others.

ANALYZE - to separate into elements and critically examine the component parts separately or their relation to the whole.

APPRAISE - to set a value or worth, either on the basis of judgement or calculation.

APPROVE - to exercise final and decisive authority which causes commitments of money, action or use of materials or equipment.

ASSEMBLE - to gather together from various sources.

ASSIST - to help or aid others n the performance of work in which a director, manager or supervisor assumes responsibility.

ASSIGN - to specify or designate tasks or duties to be performed by others.

AUTHORIZE - to approve or commit an act implying compliance by others.

CALCULATE - to make mathematical computations.

COLLECT - to gather.

COMPILE - to put together information or data into a new form.

CONDUCT - to manage or carry on, (emphasis is on the idea of immediate supervision or personal leadership), as to conduct studies or investigations.

CONTROL - to direct, regulate or guide the use of money, methods, equipment, materials, etc.

COOPERATE - to act jointly with others.

COORDINATE - to regulate, adjust or combine the actions of others in order to attain harmonious results.

CORRESPOND - to communicate by letter. Responsibility for servicing, advertising, pricing, negotiating, selling, etc., should be specified in detail where appropriate.

DELEGATE - to commission another to perform tasks or duties which carry with them authority and accountability; as to delegate an assistant to represent the department at conferences.

DEPARTMENT - a group of people working together to achieve common objectives, e.g., Student Ministry Teams, Residence Assistants office.

DESIGN - to devise and execute drawings or diagrams showing the features of an object,arrangement or procedure. Does not include preparation of specifications or detailed instructions. Frequently, the function of designing is shared with others, in which case, it is more precise to use "design" as a noun and state a position's function in relation thereto (i.e. originates, analyzes, endorses, approves, etc., the design of...).

DEVELOP - to gradually disclose, discover, perfect or unfold a plan or idea in detail. Implies study and/or experiment unless otherwise stated.

DIRECT - to govern or control work operations by establishing objectives, practices and methods.

DISCIPLINE - to ensure adherence to rules and regulations and penalize individuals or groups for actions contrary to such rules and regulations.

DISPOSE - to sell or otherwise, get rid of material, buildings, equipment, records, etc. which are of no further use to the College, including salvaging any useable materials prior to disposal.

ENDORSE - to add support to the recommendations of others.

ESTIMATE - to forecast future quantities, values, sizes, extents, etc. either on the basis of judgement or calculation. Frequently, estimating is shared with others in which case it is more precise to use "estimate" as a noun and state a position's function in relation thereto (ie. originates, analyzes, endorses, approves, etc., the estimates of).

EXECUTE - to put into effect or carry out methods, plans, procedures, etc.

FILE - to arrange records in a methodical manner for preservation and reference.

IMPROVE - to make something better.

INFORM - to communicate knowledge of something to others.

INSTRUCT - to teach, demonstrate or otherwise impart knowledge to others by means of training courses.

INTERPRET - to explain to others (orally or in writing) the meaning or significance of something.

INTERVIEW - to converse with individuals in person or by telephone for specific purposes.

INVESTIGATE - to uncover facts by systematically tracing down, searching inquiry and examining various sources.

MAINTAIN - to keep in satisfactory condition.

NEGOTIATE - to confer with others by means of correspondence, interviews, etc., with a view to reach an agreement.

OPERATE - to use equipment for the purpose for which it was intended.

ORIGINATE - to begin or initiate.

OVERSEE - to supervise.

PLACE - to locate and choose positions for personnel, equipment or materials.

PLAN - to devise the outline of a procedure or the general arrangement of a number of things for a specific purpose. Does not include the preparation of specifications, drawings or detailed instructions. Frequently, the function of planning is shared with others, in which case, it is more precise to use "plans" as a noun and state a position's function in relation thereto (ie. originates, analyzes, endorses, approves, etc., the plans for...).

POLICY - a broad, generalized statement of administrative or managerial action to be used as a guide or basis for establishing regulations, standards and practices necessary for the effective and efficient operation or conduct of University business.

PRACTICE - a specific, detailed statement for a method of doing repetitious or habitual work.

PROCEDURE - any manner of carrying out or performing work by separate steps or actions.

PROMOTE - to advance individuals to higher positions or, to advance/foster ideas or the use of University equipment and services.

PURCHASE - to commit University funds for a specific purpose by oral or written contract or by the exchange of money for goods and services.

RECOMMEND - to present a matter to another person in a favourable light or, as worthy of favourable action or attention, for their approval.

RESEARCH - a specific inquiry involving prolonged and critical investigation having for its aim, the study of new facts and their interpretation, the revision of accepted conclusions or theories which may be affected by newly discovered facts, or the practical application of such new or revised conclusions (ie. research to assist in recruiting students, or in financial decisions).

RESPONSIBILITY - accountability to a higher authority for certain activities in a given sphere and for a given length of time.

REVIEW - to consider or examine again (suggests critical inspection of facts or results for accuracy and completeness).

SELECT - to choose that which appears to be best suited for a specific purpose.

SPECIFY - to state precisely or to name explicitly. Frequently, the function of specifying is shared with others in which case, it is more precise to use the noun "specifications" and state a position's function in relation thereto (ie. originates, analyzes, endorses, approves, etc., specifications for...).

STUDY - to apply thought to any subject of investigation for the purpose of arriving at the most suitable conclusion.

SUPERVISE - to personally oversee or control the work performance and conduct of others where there is opportunity for immediate control or inspection of the work performed.

TRAIN - to teach, demonstrate or guide others in the performance of assigned work.

TRANSCRIBE - to transfer data from one form of record to another or to change from one method of preparation to another without changing the nature of the data.

VERIFY - to confirm or establish the authenticity of data by examination or other means.

*Trinity Western University, 1994 (used with permission)

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NON-ACADEMIC EMPLOYEES
JOB EVALUATION AND RATING MANUAL

SECTION B

EVALUATION OF A JOB DESCRIPTION

A. GENERAL INFORMATION:

The following section has three parts: 1) a description of the factors to be considered and instructions to be followed when evaluating a job description; 2) a listing of the degree statements in each category; and 3) a chart outlining degree factors with numerical values for every degree in each category as well as a chart showing position classifications by total point values.

B. POSITION EVALUATION CATEGORIES:

Each position generally presents demands for its performance within basic characteristic groupings as follows:

A. KNOWLEDGE

1. Education
2. Experience

B. SKILLS

3. Complexity
4. Contacts

C. ACCOUNTABILITY

5. Initiative
6. Risk
7. Supervision of work
8. Supervision of people

D. PHYSICAL DEMANDS

9. Effort
10. Work environment

C. EVALUATION PROCEDURE:

For each category, (1 to 10 above), identified in the job description, there are statements outlining the degrees of responsibility. The evaluators, preferably a Committee, should select the statement in each category that *best* suits the position being considered. The degree selection should be compared with similar positions as well as with positions that are classed higher and lower than the position being evaluated.

This comparison can be made at the time of degree selection or after all selections have been made and the position has been generally classified. The position description should stand on its own as well as be appropriately related to other positions. At times it may be possible to evaluate a position without the position description by using a questionnaire or by conducting interviews.

It is the responsibility of the evaluators to determine the final classification of the position. A Committee made up of selected staff and a Senior Administrator, should be able to objectively determine how the position relates to all departments in the College. The overall objective of the evaluation is to develop fair and equitable salary treatment for all non-academic (non-faculty) employees.

It is most important that the evaluators emphasize objectivity when evaluating a position. In other words, the evaluators should not allow one category to influence the evaluating of other categories, nor should the evaluators allow one job or position title to influence their evaluations. Each job classification must stand on its *own* merit. A Committee member should not be involved in evaluating his/her own position.

The following section outlines the degree statements by categories.

JOB EVALUATION CATEGORIES

Section A: KNOWLEDGE Category 1: Education

The EDUCATION category measures the *basic* education required to perform the functions of the position in a satisfactory manner. Although formal education is desirable, recognition is given to the fact that equivalent education can be acquired via experience or self-education.

DEGREE	EXPLANATION
1	Jr. High School (grade 8) or equivalent.
2	Partial High School (grade 10) or equivalent.
3	High School graduation (grade 12) or equivalent.
4	Two years post-secondary training or equivalent, (ie. Community College, Technical Institute or Trade School).
5	University graduation (four year program) or equivalent, (ie. B.A., B.Sc., etc.).
6	Extended University program graduation (five year program) or equivalent, (ie. B.A.Sc., B.Comm., B.Ed., B.S.W., B.L.S.).
7	Master's degree (six to seven year program) or equivalent, (ie. M.A., M.B.A., M.S.W., C.A.).
8	Doctorate degree (eight year program) or equivalent, (ie. Ph.D., M.D., D.D.S.).
9	Post-doctorate or equivalent.

Section A: KNOWLEDGE Category 2: EXPERIENCE

The EXPERIENCE category measures the required level of experience deemed necessary to effectively perform the functions of the position without an extreme amount of extra supervision or training. For many positions, it is desirable and necessary that, in addition to formal education, the employee have a minimum of experience that would be useful in performing the functions of the position. Education and experience are closely related in their relationship to the performance of position functions. Experience should be evaluated separately from experience which might take the place of formal education (this may be a "fine line" judgement in some cases). Often it is appropriate to make two selections: 1) a higher degree of education with a lower degree of experience , 2) a lower degree of education with a higher degree of experience. The total degree point value of the two categories should be almost equal for the two stated requirements.

DEGREE	EXPLANATION
1/2	0 to 6 months related experience.
1	6 to 12 months related experience.
2	up to 2 years related experience.
3	up to 3 years related experience.
4	up to 4 years related experience.
5	5 to 6 years related experience.
6	7 to 9 years related experience.
7	10 to 12 years related experience.
8	13 to 15 years related experience.
9	Over 15 years related experience.

Section B: SKILLS Category 3: COMPLEXITY

The COMPLEXITY category measures the number and variety of items as well as the difficulty involved in the position functions. This category also measures the degree of difficulty in decision making and judgement required; making use of experience, knowledge and training.

DEGREE	EXPLANATION
1	Work is simple, repetitive and routine with little or no requirement for decision making in what to do or how to perform the various functions. Work generally involves following practices or instructions and may include simple machine operations.
2	In addition to (1) above, work requires operation of more complicated machines and some decision making relative to the sequence of work.
3	In addition to (2) above, work involves a greater variety of functions. Work also involves decisions which affect quality, accuracy and some results of work. Incumbent *may* train peers in the position.
4	In addition to (3) above, work is more than routine and involves several different functions. At times, the position requires decisions in modifying practices or standards as conditions change. Position also requires that the incumbent exercise judgement in how to best achieve objectives.
5	Work involves changing conditions and problems and is controlled by a wide range of instructions, policies and objectives. Work requires the development of techniques and ways to solve problems using judgement in relating fundamental principals to the demands of the position.
6	Work requires the development of solutions to problems where established practices or procedures may be inadequate for determining decisions or procedures related to several activities. Work requires a coordinated effort with other individuals, groups and departments in the college; all of which require analysis of the demands of the position.

Section B: SKILLS Category 3: COMPLEXITY continued

7 Work requires major operating or administrative decisions. This includes identifying major problems and developing data and recommendations that will influence or determine long term policies or programs which may involve a department or the college as a whole.

8 Work involves the formulation of broad policies, long range programs and decisions subject to the approval of the Board of Governors for the college. Work also includes the coordinated effort of all departments in order to achieve the desired goals of the college.

Section B: SKILLS Category 4: CONTACTS

The CONTACTS category measures the requirement for obtaining, transmitting and facilitating information. The requirement for developing relationships with other employees, business contacts and the general public is also measured. These contacts may be made in person, by writing, via telephone, radio, television or other forms of media.

DEGREE	EXPLANATION
1	Contacts are usually with immediate associates and only require the normal standard of courtesy.
2	Contacts are sometimes with others outside of associates and are related to specific assignments with no need to seek cooperation or approvals.
3	Contacts with associates are of importance and are necessary to coordinate activities or supervision of others on closely related work. Work may involve contacts with other departments which require tact and judgement in discussing problems, providing reports or making recommendations with responsibility for action or decisions resting with other individuals or groups with the college. Work may involve contacts with individuals or groups outside the college which require tact, judgement and courtesy.
4	Contacts are usually with subordinates in the supervising of a substantial group, in carrying out several diversified activities and in coordinating the efforts of various individuals or departments. This includes contacts where, to a limited extent, failure to handle situations properly could result in adverse relationships for the college. Work requires contact with other groups and departments within the college and are often with administrators or executives of the college. These contacts require tact, judgement and courtesy in the discussion of problems, reports and recommendations to obtain agreement and cooperation. Work may include contact with students and others outside of the college where the proper handling of contacts is of moderate importance.

5 Work requires contacts with groups, departments and/or students of the college where improper handling may lead to a lack of cooperation and in turn may seriously affect the coordinated effort within the college. Contacts of considerable significance are required with administration or executives of the college where judgement and tact are necessary to obtain cooperation and approval of actions to be taken. Contacts of significant importance are required with subordinates in advanced supervisory positions. Contacts are required outside of the college where a lack of judgement and tact may, to a limited degree, result in the loss of students or a loss of prestige for the college.

6 Contacts of considerable importance are generally required outside of the college and are of such a nature that, failure in development and maintenance may result in significant losses of student enrollment, financial support and/or of college prestige.

7 Contacts of great importance are required within and outside of the college. These contacts are common for a chief executive who exercises the control of operations and coordinates major activities with church organizations, corporations, government officials, major supporters of the college, parents of students, etc. The incumbent generally represents the college in industry and in various communities.

8 Contacts involve the coordination of activities and efforts to achieve cooperation and effective action on major programs within the college as well as with financial supporters, consultants, senior government officials or senior executives of other organizations and institutions.

Section C: ACCOUNTABILITY Category 5: INITIATIVE

The INITIATIVE category measures the degree of independent decision and action required in the position as well as the level of associated accountability. The degrees of ingenuity, creativeness, imagination and original thought required in the position are also measured. Initiative may vary for some types of work depending upon the amount of supervision given or the practices and instructions depended upon (ie. a typist in a secretarial pool receives more supervision than a typist in the manager's office).

DEGREE	EXPLANATION
1	Work is closely supervised, the employee follows detailed instructions and all questions are referred to the supervisor.
2	Work is under frequent supervision, the employee follows detailed instructions, practices and procedures and all questionable problems are referred to the supervisor.
3	Work is under occasional supervision. The employee proceeds with work on his/her own initiative when the majority of duties follow detailed instructions, practices or procedures. Only unusual problems are referred to the supervisor. In supervisory positions, supervisory responsibility is for a small group in one department or for more than one department if the work is of a simple nature.
4	Work is under general guidance and direction. The employee plans work to achieve objectives guided by the policies and standards adopted by the department or the college. Work may be remote from the supervisor and may require immediate decisions.
5	Work is subject to the approval of superiors only when it deals with policy changes or when decisions may cause major consequences. Work requires creativity and independent action in the performance of projects. Work is related to broad, general assignments normally associated with a major administrative unit. Decisions are made on items in a single area of responsibility but can also include items in more than one area if the work is related.

Section C: ACCOUNTABILITY Category 5: INITIATIVE continued

6 Work involves making recommendations to the Administrative Committee for policy changes and other decisions. Incumbent is expected to exercise a considerable amount of initiative in checking his/her own work as well as the work of those reporting to him/her. A high level of originality and creativity is required.

7 Work involves broader administrative and policy making functions of the college or is associated with major plans and programs of a large department or a small division of the college.

8 Work requires a considerable amount of initiative in directing and coordinating many diverse activities to achieve the objectives of the college. This includes the establishing of college policies, plans and programs subject to approval by the Board of Governors.

Section C: ACCOUNTABILITY Category 6: RISK

The RISK category measures the level of responsibility for losses to the college, the probability of occurrences and the accountability for the consequences. Errors or losses are the result of poor judgement and not of carelessness. Losses would include material and/or monetary loss, damages to property, time loss, accidents to individuals, college morale or prestige, public relations and violation of confidential matters.

DEGREE	EXPLANATION
1	Errors in work can be detected as a part of the position's regular function. They are due to carelessness resulting in little or no loss to the department or the college. For some positions errors may result in losses of less than $100 in value.
2	Errors in work can be detected within the work unit but involve a loss of time to find and to correct. For some positions errors may result in losses of a few hundred dollars in value, in *minor* embarrassment in employee, student, parent or public relations or they may result in accidents.
3	Errors in work, such as inaccuracies in reports or records, may cause delays or affect results in related or succeeding functions but are usually detected before results become serious. For some positions errors may result in losses of $500 to $1,000 dollars in value. Errors may also result in serious injury to others, embarrassment in student, parent, employee or public relations, or in violation or loss of confidential information.
4	Improper performance or errors in judgement may result in delays on major projects; shortages of needed material, staff or space; incorrect estimates and unnecessary expenditures; and losses may involve a few thousand dollars in value. For some positions errors may result in some degree of loss of college prestige in student, parent, employee or public relations; loss of confidential information of great importance to the college as well as fatal or incapacitating accidents.

5 Improper performance or errors in judgement may result in serious operational delays, substantial unnecessary expenditures, or may affect major policy decisions. This includes inadequate planning and incorrect provisions of, or use of, information. For some positions errors in judgement may cause adverse student, parent, employee or public relations. Risks may include disclosing highly confidential information such as policy changes, government commitments, plans or other projets before scheduled time.

6 Errors may have a broad effect on parent, employee or public relations and may have far-reaching effects on college prestige, major construction projects or major instructional and operating programs. Results of errors are of major consequence although, may be mitigated by the future actions of superiors.

7 Includes errors made by senior executives who have full responsibility for the successful functioning of a number of major administrative units. These executives would be limited in authority to incur financial obligations independently, however, other decisions would be subject to check within broad limits. Generally, there would be little opportunity to correct these errors except over an extended period of time and at substantial cost.

8 Includes errors made by chief executive officers charged with responsibility for the successful functioning of the college. This included the responsibility for control of budgets and capital expenditures in the order of millions of dollars and subject only to the Board of Governors. Errors made could rarely be corrected except over an extended period of time and at substantial cost.

Section C: ACCOUNTABILITY Category 7: SUPERVISION OF WORK

The SUPERVISION OF WORK category measures the extent and nature of supervisory responsibility as well as the responsibility for providing technical guidance. For staff positions, the degree of assistance and advice would be measured. The degree of accountability for performance results would vary depending upon the level of the position within the college and would be measured accordingly.

DEGREE	EXPLANATION
1 (a)	Does the same work as associates a majority of the time and serves only as the person through whom work is distributed and checked or
(b)	Directs the work of all or a part time assistant performing detailed work or
(c)	In a staff position, incumbent would provide functional or technical assistance for other positions such as operators, clerks or lower level management supervisors.
2 (a)	Spends a major part of time assigning, checking and maintaining work flow where procedures are fairly standardized. Also carries out the more involved functions of work similar to that done by associates or
(b)	Incumbent is "second in charge" of a department with a limited amount of time spent actually directing the work of associates. Personnel problems are generally referred to superiors or
(c)	In a staff position, incumbent would give advice to middle management supervisors on the interpretation of policies and practices.
3 (a)	Supervises the work of a department in the college and is responsible for scheduling, training and disciplining of subordinates as well as for checking and maintaining standards within the department or
(b)	In a staff position, incumbent would coordinate the activities of several departments, issue standard practices and instructions and follow up for compliance.

Section C: ACCOUNTABILITY Category 7: SUPERVISION OF WORK continued

4 (a) Supervises and directs the work of a major department within the college either directly or through subordinates. Incumbent assumes full responsibility for quality and quantity of work, costs, methods, disciplinary measures and the general welfare of employees. Supervisory duties are varied and intricate or

(b) In a staff position, incumbent would act as advisor and assistant to the President of the college.

5 Manages and directs all activities of the college, shapes and interprets policies, establishes objectives, identifies long-term programs, sets the tone for the college and ensures that all activities are appropriately coordinated.

Section C: ACCOUNTABILITY Category 8: SUPERVISION OF PEOPLE

The SUPERVISION OF PEOPLE category measures the degree of responsibility in proportion to the number of people the incumbent supervises. All employees for which the incumbent is responsible, (those who report directly and those reporting through subordinates), should be counted.

DEGREE	EXPLANATION
1	Incumbent supervises a department of no more than two or three direct assistants.
2	Incumbent supervises a department of about ten individuals. If work is of a fairly routine nature, the number could exceed ten.
3	Incumbent supervises a department of about twenty-five individuals. If work is limited in complexity and diversity, the number could exceed twenty-five.
4	Incumbent supervises a department of about fifty people. The number may be higher if the work is of moderate complexity.
5	Incumbent supervises one or more departments with a combined total of fifty to one hundred individuals. The number may be higher if the work is not highly complex.
6	Incumbent supervises one or more departments with a combined total of one hundred to five hundred individuals.

Section D: PHYSICAL DEMANDS Category 9: PHYSICAL EFFORT

The PHYSICAL EFFORT category measures the extent of visual attention and mental concentration required to satisfactorily perform the functions of the position. For some positions, the actual physical effort involved is measured. Continuity and frequency of the effort as well as intensity and severity are the determining factors.

DEGREE	EXPLANATION
1	Position involves a combination of sitting, standing and/or walking. Performance of related tasks do not cause undue fatigue.
2 (a)	Position requires considerable visual attention and mental concentrations or
(b)	Position requires a considerable amount of standing or moving around with little heavy physical work.
3 (a)	Position requires a high level of visual attention and mental concentration or
(b)	Position requires a considerable amount of standing and/or movement with some heavy physical effort or
(c)	Positions requires unusual travel, a longer than normal work day/week, and frequent absences from home, sometimes on weekends.
4 (a)	Position requires an extreme level of visual attention and/or mental concentration and heavy physical effort for short periods of time or
(b)	Position requires regular travel with absences from the home a majority of the time, frequently on weekends or
(c)	Position requires frequent long hours of driving causing significant fatigue.
5 (a)	Position requires travel on a nearly continuous basis and long absences from home or
(b)	Position requires continuous physical effort equivalent to heavy labour.

Section D: PHYSICAL DEMANDS Category 10: WORK ENVIRONMENT

The WORK ENVIRONMENT category measures the degree of unpleasant aspects of the work itself or of the work environment from the viewpoint of the employee. This would include conditions which affect the health and safety of the employee, the physical location of the position or machines being operated by the employee.

DEGREE	ENVIRONMENT
1	Incumbent is in a standard college office environment and work situation.
2	Work environment would be in storerooms or in work shops with clean, pleasant surroundings which may be slightly dirty or work would require some exposure to bad weather, noise, fumes or vibrations.
3	Position involves a distinct possibility for minor injuries or accidents with no loss of time.
4	Position involves a distinct possibility for serious injuries or accidents which would result in some loss of time.
5	Position involves a distinct possibility for incapacitating accidents.

VALUE CHARTS

A. DEGREE VALUES:

A number value is assigned to each degree of the categories discussed in the previous section. These values are listed on the following chart. The number values may vary for the same degree in a different category giving greater or lesser weight to the importance and value of respective categories.

B. POINT RANGES FOR SALARY SCALES:

Once the number values for each degree have been established, they are totalled and a single numerical value is given to the position. The point ranges in which a position would be categorized are listed following the Degree Values Chart along with the level at which the position would be placed.

ATLANTIC BAPTIST COLLEGE
DEGREE VALUES

	I	II	III	IV	V	VI	VII	VIII	IX	X
DEGREE	EDUCATION	EXPERIENCE	COMPLEXITY	CONTACTS	INITIATIVE	RISK	SUPERVISION WORK	SUPERVISION PEOPLE	PHYSICAL EFFORT	WORK ENVIRONMENT
1/2	3	3	-	-	-	-	2	2	2	2
1	5	5	5	3	5	3	3	3	3	3
1 1/2	8	8	8	4	8	4	4	4	4	4
2	10	10	10	5	10	5	5	5	5	5
2 1/2	13	13	14	8	13	8	8	8	7	7
3	15	15	18	10	15	10	12	10	8	8
3 1/2	19	18	22	13	20	15	16	14	9	9
4	23	20	25	15	25	20	20	15	10	10
4 1/2	28	25	30	20	30	25	25	18	13	13
5	33	30	35	25	35	30	32	22	15	15
5 1/2	39	35	40	30	40	35	-	25	-	18
6	45	40	45	35	45	40	-	28	-	20
6 1/2	55	45	53	43	53	45	-	-	-	-
7	60	50	60	50	60	50	-	-	-	-
7 1/2	68	57	68	58	68	57	-	-	-	-
8	75	63	75	65	75	60	-	-	-	-
8 1/2	83	69	83	73	83	68	-	-	-	-
9	90	75	90	80	90	75	-	-	-	-

ATLANTIC BAPTIST COLLEGE
POINT RANGES FOR SALARY SCALES

LEVEL	POINT RANGE
1	up to 101
2	102 to 143
3	144 to 170
4	171 to 224
5	225 to 300
6	301 and up

ATLANTIC BAPTIST COLLEGE
SALARY/WAGE AND RAISE GUIDELINES

SECTION C

Salaries/wages and raises for all staff at Atlantic Baptist College are determined by the following guidelines.

1. Position Evaluation

All staff positions at the college will be assigned a salary classification consistent with the results of the standard position description evaluation system. An appropriate relationship to other position's responsibilities at the college will be maintained.

2. Salary Classifications

Each of the 6 classifications have 14 - 16 steps.

3. Probationary Salary

New staff members in positions with salary classifications 1 to 6 will start at steps 1 to 5 as determined by the Administrative Committee. Starting step is dependent upon the amount of directly relevant experience which the employee brings to the position (includes on-the-job experience and/or education) and placement within the level. Upon successful completion of the probation period, the staff member will move to the next step (maximum step 5).

4. Raises

a. Providing the staff member has completed probation, has served a minimum of 6 months, has successfully passed a performance review, and the budget has been approved, s/he will be raised to succeeding steps each July 1st.

b. In completing an annual performance review, increased competence in position and continuing contribution to the department and the college will be evaluated (refer to Staff Proficiency Evaluation).

c. Annual performance reviews that do not recommend a merit increase would cause step increases for individual staff members to be withheld until a set of 90 day goals designed to rectify the situation had been achieved.

5. Staff members who reach the top of their classification, will thereafter remain there.

Raises in salary can then be achieved in two ways:

a. Overall improvement in the salary classifications as approved each year by the college to keep classifications competitive.

b. Promotion/transfer to a position with a higher salary classification thereby opening up a larger salary range.

Salary/Wage and Raise Guidelines continued

6. Position changes/Departmental transfers

a. Staff members who apply for, are offered and accept a new position, will complete a review period of between 3 and 6 months. Successful completion of the review period will result in the staff member being confirmed in the position.

b. Salary appropriate to the position change will be discussed prior to any staff member accepting a new position.

Salary Scale for Support Staff:

Step	Level 1	Level 2	Level 3
1	14,877		
2	15,398		
3	15,919		
4	16,440		
5	16,961		
6	17,482		
7	18,003		
8	18,524	18,524	
9	19,045	19,045	
10	19,566	19,566	
11	20,087	20,087	
12	20,608	20,608	
13	21,129	21,129	21,129
14	21,650	21,650	21,650
15	22,171	22,171	22,171
16		22,692	22,692
17		23,213	23,213
18		23,734	23,734
19		24,255	24,255
20		24,776	24,776
21		25,297	25,297
22			25,818
23			26,339
24			26,860
25			27,381

Salary Scale for Middle Management:

Step	Level 4	Level 5
1	23,245	29,165
2	23,803	29,998
3	24,361	30,831
4	24,919	31,664
5	25,477	32,497
6	26,035	33,330
7	26,593	34,163
8	27,151	34,996
9	27,709	35,829
10	28,267	36,662
11	28,825	37,495
12	29,383	38,328
13	29,941	39,161
14	30,499	39,994
15	31,057	40,827

Salary Scale for Senior Administration:*

Step	Level 6
1	37,150
2	37,983
3	38,816
4	39,649
5	40,482
6	41,315
7	42,148
8	43,397
9	44,646
10	45,895
11	47,144
12	48,393
13	49,642
14	50,891
15	52,140

*Presidential salary is set at the discretion of the Board of Governors.